

The Alabarda

International School of Trieste Community Newsletter | March 12, 2010 | V.II issue XV

French (Lucia Macaluso)

In Grade Nine, during the second quarter we worked on new grammar notions such as the *demon-*

strative, possessive, indefinite and relative *pronouns*.

Then we worked on module 2 "*chez toi*".

Students have been learning through varied oral and written activities how

to describe

personality, how to talk about relationships and how to talk about helping at home. Currently, students are

working on exercises from their *cabier d'exercices*. In Grade Ten, during the

second quarter we worked on the use of the subjunctive mood. Then, we

worked on module 7 "*en vacances*". The students have learned through varied

oral and written exercises about how to talk about past holidays, how to get

information at a tourist office, how to talk about different types of holidays and how to talk about accommodation

issues. Currently, we are working on role playing from module 7. In Grade

Eleven, over the course of the second quarter we worked through oral and written exercises on morphology and

syntax. In the area of literature we studied through oral and written activities the main and significant texts

of the *renaissance* literature:

Pantagruel from *Rabelais* and *Les Essais* by *Montaigne*.

Then we worked on *Pascal (le Pari)* and *Descartes (le Discours de la Méthode)*.

Currently we are working on the theater of the 17th century: *Corneille, Molière, Racine*.

In the area of topicality we worked on the *Manifeste pour la jeunesse du XXIe siècle* and some authentic French surveys "*As-tu hate de grandir*" and "*Un métier pour demain*".

In Grade Twelve, during the second quarter, we worked on the area of literature and culture. In literature we studied the main and significant texts of French realism (*Balzac, Stendhal, Flaubert*) and French naturalism (*Zola*).

In the area of culture, we worked through varied oral and written activities on the French Institutions and on a few authentic documents about nature and environment.

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This Week's Alabarda

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WEB SITE: We wish to inform all the families that beginning this week access to the Newsletter area will be subject to registration because of Privacy laws. Therefore, in order to visualize the Alabarda, it will be necessary to registrar including name and surname avoiding nicknames. Thank you for your cooperation.

PTA KEYS: In case anyone kept or found the keys of the PTA cupboard is kindly requested to give them back to the Guards. Thank you for your cooperation!



Next week we will be taking class photos for The Bora, the schedule is: March 16th Grade 8 and March 17th Grades 1-5

TEACHER IN-SERVICE: We remind you that the next staff development in-service day will be **Friday, March 19th** when school will end at **12:00 o'clock noon**, just after lunch. **Please note that there will be no bus service at 4.00 p.m. All the buses will leave at 12.00 noon.**

MIDDLE SCHOOL DRAMA: please take note that the Middle School Drama shows (*90-Second Shakespeare* and *Robin Hood*) will be performed **Thursday, March 18 (at 3pm) in the IST Cafeteria**. All parents are invited.

SCHOOL PHOTOGRAPHER: The photographer did not come today because of the bad weather. He will be at IST to take pictures of the students during their daily activities during the week 22nd -26th March.

ELEMENTARY READ-A-THON: The First Annual Elementary Read-A-Thon is off to a fabulous start! The students are excited to get pledges to read, raise money, and reach their goals. The money that is raised is going to UNICEF, to help children who survived the earthquakes in Haiti and Chile. The Read-A-Thon will run through Friday, March 26th. Thanks for all of the parent and teacher support for this new and exciting fundraiser!

High School Language Electives

Italian Elective (Sabrina Vermigli) : Throughout the course we have continued reading Luigi Pirandello's "It was Mattia Pascal". Currently, we are starting to read a new author: Italian Svevo and his novel "The conscience of Zeno."

Spanish (Paloma Bernabe)

Grade Nine students are continuing to review Spanish history, while learning new grammatical structures, impersonal constructions, infinitive structures and use of the passive voice. Students will learn vocabulary and basic expressions relating to mass media they will work with audiovisual & textual examples. In the literary section, the students will continue reading the book "El oro de los sueños" by Jose María Merino". Grade Ten students will continue reading "El gran laberinto," fascinating work by the Spanish philosopher Fernando Savater. The written portion of the course will focus on the book "Como realizar un comentario de textos literario" by Fernando Lázaro Carreter texts . Grade Eleven students, will study the grammatical structure of the future perfect, the aim of this is to reinforce this structure in order to move on to grammar that incorporates future imperfect and conditional tenses. In literature, students are working on pre-Renaissance Spanish. They will read a selection of texts from the original work "La Celestina" by Fernando de Rojas. To work on listening skills students will watch the film adaptation of that work done by Gerardo Vera. Grade Twelve students have been working on literature through contrast, Baroque has been represented by the writer Francisco de Quevedo and the painter Diego Velázquez , while Neoclassicism have been represented by Benito Jerónimo Feijoo and Goya. Students will view the movie "Los fantasmas de Goya" by Miloš Forman. This movie will help to improve listening skills. Grammar will focus on "marcadores de probabilidad" (a lo mejor, igual, seguro que...) used in indicative and "construcciones de infinitivo compuesto".



Latin (Giorgia Gelsi)

In Grade Nine, after students learned first declension and second declension they have begun to study the first class of adjectives as well as nouns. This week students will be tested on their knowledge of the material. Grade Ten has studied the temporal conjunctions and motives that introduce corresponding clauses. In Grade Eleven, we have resumed the study of the pronoun and in literature we have to introduce the authors of Cesar's time (poetae novi) and in particular the Catullo. In Grade Twelve, we are continuing a deepened study of Orazio, one of the greatest Latin poets. We have analyzed the famous poem "Carpe diem" and we have spoken about the significance of this work.

German (Silvia Agostini)

Grade 9: Depending on their level, students have been working on different topics, ranging from the use of "Wechselpräpositionen" (two-way prepositions) with the dative or the accusative case to the "Finalsätze" (clauses of purpose) and modal verbs. Particular attention has been dedicated to oral and written communication, as well as to improving listening and comprehension skills through exercises.

Grade 10: Since this class is made up of multiple levels, the subjects dealt with vary depending on each student's level. Attention has been dedicated to the use of the nominative, dative and accusative cases, word genders, the three declinations of adjectives, the perfect tense to speak about the past, the use of place prepositions with the dative and the accusative (Wechselpräpositionen), comparative and superlative forms of adjectives and adverbs. Special attention is being paid to the development of both written and oral skills through tailor-made, dedicated exercises. Grade 11: We have been revising the use of personal pronouns and possessive adjectives in the accusative and dative cases, and the use of the present tense. Attention is now focused on the development of oral and written skills: students read short passages from a book and create an oral/written summary. Grade 12: After studying the comparative forms of adjectives and adverbs, students are now working on reflexive verbs and on developing their reading/listening-comprehension and communication skills through dedicated exercises. We are trying to achieve a level of "oral independence", for them to be able to communicate in a simple, but correct way.